

Textbook Alignment to the Utah Core – Kindergarten Mathematics

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name/grade of the core document used to align): Kindergarten Mathematics Core Curriculum

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students will understand simple number concepts and relationships.

Percentage of coverage in the *student and teacher edition* for
Standard I: _____ %

Percentage of coverage not in student or teacher edition, but covered in
the *ancillary material* for Standard I: _____ %

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and
Teacher Edition (TE) (pg #'s, etc.)

Coverage in *Ancillary Material*
(titles, pg #'s, etc.)

*Not covered
in TE, SE or
ancillaries* ✓

Objective 1.1: Identify and use whole numbers up to 30.

a.	Represent whole numbers using concrete, pictorial, and symbolic representations.		
b.	Order a set of up to ten objects and use ordinal numbers from first to tenth to identify the position of the object in the chosen order.		
c.	Use one-to-one correspondence when counting a set of objects and develop a strategy for keeping track of counted and uncounted objects.		
Objective 1.2: Identify and use simple relationships among whole numbers up to 30.			
a.	Estimate quantities in a set of objects using multiples of 10 as benchmark numbers.		
b.	Compose and decompose quantities to establish a relationship between the parts and the whole.		
c.	Recognize 5 or 10 as a part of the part-whole relationship of numbers.		
d.	Compare sets of objects and determine whether they have the same, fewer, or more objects.		
Objective 1.3: Model, describe, and illustrate meanings of addition and subtraction for whole numbers less than ten.			
a.	Demonstrate the joining and separating of sets of objects to solve problems.		
b.	Describe the joining or separating of sets with informal language when using models.		
c.	Record pictorially the results from joining or separating of		

	sets.			
STANDARD II: Students will sort and classify objects as well as recognize and create simple patterns.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Identify, sort, and classify objects according to on attributes.				
a.	Sort objects into groups by attribute and identify which attribute was used.			
b.	Describe multiple ways to sort and classify a group of objects.			
Objective 2.2: Identify, duplicate, describe, and extend simple repeating and growing patterns.				
a.	Identify and describe simple repeating patterns with numbers and shapes.			
b.	Duplicate and extend simple repeating patterns with numbers and shapes.			
c.	Describe simple growing patterns with shapes.			
d.	Identify simple patterns in the environment.			
STANDARD III: Students will understand basic geometry and measurement concepts as well as collect and organize data.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Identify and create simple geometric shapes and describe simple spatial relationships.				
a.	Identify, name, describe, and draw circles, triangles, rectangles, and squares in various sizes and orientations.			
b.	Combine shapes to create two-dimensional objects (e.g., using a triangle and square to create a picture of a house).			
c.	Use words to describe position and distance.			
d.	Investigate two- and three-dimensional shapes including hexagons, trapezoids, spheres, cubes, and cones.			
Objective 3.2: Identify and use measurable attributes of objects and units of measurement.				
a.	Identify clocks and calendars as tools that measure time.			
b.	Identify a day, week, and month on a calendar and name the days of the week in order.			
c.	Identify pennies, nickels, dimes, and quarters as units of money.			
d.	Compare two objects by measurable attributes (i.e., length, weight) and order several objects by measurable attributes (i.e., length, weight).			
Objective 3.3: Collect and organize simple data.				
a.	Pose questions and gather data about self and surroundings.			
b.	Organize data obtained from sorting and classifying objects.			

